

INSPECTION REPORT

**CHEAPSIDE CHURCH of ENGLAND (V.A.)
PRIMARY SCHOOL**

Cheapside, Ascot, Berkshire

LEA area: Royal Borough of Windsor and Maidenhead

Unique reference number: 110020

Headteacher: Mrs Hester Wooller

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 25th – 26th April 2001

Inspection number: 195612

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Watersplash Lane
Cheapside
Ascot
Berkshire

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Appropriate authority: Governing body

Name of chair of governors: Mr Reg Howe

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cheapside Primary is a small Church of England Voluntary Aided school situated in the village of Cheapside, near Ascot in Berkshire. The present building opened in 1964, but has been extended to offer additional classroom, administrative and storage space. Some pupils live outside the village and travel to school each day. The demand for places at Cheapside always exceeds the number available. Pupils are admitted to school at the beginning of term after their fifth birthday. Currently there are 103 pupils on roll, almost all of whom are white. The percentage of pupils eligible for free school meals (1 per cent) is well below the national average. The percentage of pupils on the school's register of special educational needs (26 per cent) and with statements of special educational need (3 per cent) is higher than the national average. There is a wide range of attainment when pupils start, but for most it is in line with or above expectations at that age.

HOW GOOD THE SCHOOL IS

Cheapside Primary is a very good school with many significant strengths. It makes the most of pupils' talents and abilities and ensures that they make very good progress. They achieve very high results in national tests in English, mathematics and science when they are 7 and 11 years of age. Pupils' results in English and science at 11 years of age placed Cheapside Primary in the top 5 per cent of schools in the country last year. The school has recently received an 'Excellence Award' from the Department for Education for its results in national tests. The school provides very good value for money.

What the school does well

- It helps pupils to achieve high standards in national tests at 7 and 11 years of age. The school uses lots of different information very well to plan work for pupils of all ages and abilities so that they make very good progress.
- It provides very good standards of teaching. Teachers are very hardworking and enthusiastic. They work very well as a team, care very much for their pupils and have high expectations of them. Pupils say that, *'teachers are kind and friendly'*.
- It helps pupils to develop excellent relationships with adults and other pupils. Their behaviour is exemplary. They care very much about each other and their school.
- It forms very strong links with parents. It appreciates the help and support that they provide.
- The school provides a very wide range of interesting subjects for pupils to learn about. There are lots of colourful displays around the school that show the high standards that pupils achieve.
- The headteacher provides outstanding leadership. All staff and governors support her very well.

What could be improved

- Individual education plans for those pupils with special educational needs.
- The quality of teachers' marking.
- The way in which information and communication technology is used in other subjects.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997, when it was judged to provide good value for money. Strengths identified in that inspection, such as the pupils' very good attitudes to school, their spiritual, moral and social development, the school's links with parents and the community, and effective leadership by the governing body, are still strengths. Areas identified for development, such as the ways in which the school uses assessment information to help plan the curriculum, the part played by subject co-ordinators to monitor teaching and the use of information technology in school, have improved considerably. The school's results in national tests for pupils at 7 and 11 years of age have gone from strength to strength since the last inspection. At the end of Key Stage 1 in 1997, results for seven-year-olds were above average in reading and writing and below average in mathematics. In last year's tests, they were well above average in all three subjects. In 1997, results for 11-year-olds were average in English and mathematics and below average in science. In last year's tests, they were well above average in mathematics and in the top 5 per cent of results in all schools in English and science. The value for money the school provides has improved and it is very well placed to maintain its high standards.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A*	A
Mathematics	A	A*	A	A
Science	B	A	A*	A*

Key

very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' results have got better and better each year at the end of both key stages since 1998. The school has also managed to achieve the difficult task of maintaining high standards in national tests over several years. The school's results in English and science at the end of Key Stage 2 last year placed it in the top 5 per cent of schools nationally. During the inspection standards at the end of Key Stage 1 were judged to be well above average in reading, writing and mathematics. In Key Stage 2, standards were judged to be well above average in English, mathematics and science. The school's targets for pupils' achievements in end-of-key-stage tests are challenging and results are predicted to remain high.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are highly motivated by their work. They think that their school is wonderful and really look forward to their lessons. They like the fact that it is small, <i>'so that everyone knows each other and can help if there are problems'</i> .
Behaviour, in and out of classrooms	Exemplary in lessons, assemblies, at lunchtimes and playtimes. Pupils are extremely well mannered and helpful. They are very polite and welcoming to visitors.
Personal development and relationships	Excellent. Pupils have many opportunities to develop in maturity and confidence. The way they care about and help each other adds considerably to the outstanding school ethos. They fully understand the school motto, <i>'Achieving our Best'</i> . One young pupil said, <i>'You don't have to be 100% brilliant, but it's okay if you do your best'</i> .
Attendance	Good. In line with most other primary schools. Pupils arrive at school punctually and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

During the inspection teaching was never less than good. In fact, in 85 per cent of lessons it was at least very good and in 20 per cent it was excellent. This very high quality teaching is found in all classes. The teaching of literacy and numeracy is consistently of the highest calibre and has a significant impact on the attainment of pupils of all abilities. The teaching of pupils with special educational needs is very good and they receive lots of very well planned support from teachers and classroom assistants. Teachers are dedicated and hardworking. There is a tremendous team spirit amongst the staff and they provide each other with lots of support. Teachers have very high expectations of the work that pupils can do. They plan work extremely well for all abilities to ensure that it is at just the right level. Pupils say, *'The work is easy enough for you to complete, but hard enough to give you a challenge'*. Teachers are very positive in what they say and do. They use praise extremely well to boost pupils' self-confidence and make them want to do even better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a wide range of visits and visitors to help enrich the curriculum and an excellent range of activities outside lessons. There are very good links between subjects. The school has begun to make very good use of information and communication technology, although it could still use computers more effectively in some subjects.
Provision for pupils with special educational needs	Good. Pupils' needs are identified early and teachers and classroom assistants give them lots of help. The targets in pupils' individual education plans are not always clear enough and it is difficult to know whether pupils have achieved them.
Provision for pupils with English as an additional language	The school makes very good provision for the very few pupils with English as an additional language.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Excellent. The school helps to develop high levels of understanding, respect and caring. Parents say that this is a strength of its work. Everyone's talents are valued. The school provides very good opportunities to learn about the wider world. Visitors to the school help develop pupils' appreciation of other cultures and the arts.
How well the school cares for its pupils	It is an extremely caring school. Pupils know that adults really care about their well-being. They say, <i>'Teachers understand what we're thinking. They can tell if you are worried about your work and always offer to help until you understand'</i> . Everyone associated with the school contributes to make this a very happy, friendly place. It has very good systems for assessing and monitoring pupils' academic achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides outstanding leadership and is very well supported by the assistant headteacher and staff. Everyone working in school is committed to its success. Subject co-ordinators have many responsibilities, but work very hard to ensure that high standards are maintained. Administrative staff play a very important part in the smooth running of the school.
How well the governors fulfil their responsibilities	Governors are very well informed, conscientious, hardworking and supportive. They fulfil their role as ' <i>critical friend</i> ' to the school very well. They are keen to support the school in introducing new ideas that will continue to improve pupils' education. They play a major part in supporting the headteacher to plan the budget in order to achieve this.
The school's evaluation of its performance	The school has at least maintained its strengths since the last inspection and in many areas it has improved. It is a school that welcomes change that leads to improvement.
The strategic use of resources	Excellent use is made of people, time, the building and equipment to provide a stimulating and high quality education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-seven parents (51 per cent) returned their questionnaires and 14 parents attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils' progress. • Very good behaviour. • The quality of teaching and the caring staff. • The small size of the school. • High expectations of their children. • The way in which children grow in confidence. 	<ul style="list-style-type: none"> • A few parents disagree with the amount of homework that is set. • Hall space and opportunities for physical education.

The inspection team fully supports parents' positive comments. Inspectors feel that the amount of homework set is not excessive and that it strongly supports the work that pupils do in school. There is very limited hall space, but pupils use it very well in physical education lessons. Plans are in hand to raise a substantial sum of money to extend the building to provide additional hall space. One or two parents were concerned that mixed-age classes might not always be suitable for the youngest in the class. In the opinion of the inspection team, the class organisation provides suitable challenges and opportunities for pupils of all ages.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

It helps pupils to achieve high standards in national tests at 7 and 11 years of age. The school uses lots of different information very well to plan work for pupils of all ages and abilities so that they make very good progress.

1. The results of the 2000 tests for 7-year-old pupils were well above average in reading, writing and mathematics. Results in all three subjects have improved steadily since 1997, when the school was last inspected. In the 2000 tests for 11-year-olds, results were very high in English and science, and in mathematics they were well above average compared with those in all schools nationally. This means that pupils' results in English and science last year placed Cheapside in the top 5 per cent of schools in the country. Compared with those in similar schools, the results at Cheapside for 7-year-olds were above average in reading, writing and mathematics. For 11-year-olds, results compared with those in similar schools were above average in English and mathematics and well above average in science.
2. The percentage of pupils reaching the higher Level 3¹ was well above average in reading and mathematics and very high in writing. At Key Stage 2 the percentage of pupils reaching Level 5 was very high in English and science and well above average in mathematics. Higher attaining pupils are constantly being challenged to achieve above average results. With the exception of science in 1998, results for 11-year-olds have been either well above average or very high compared with the national average since 1998. These are very high standards that the school has done extremely well to maintain, and it is justifiably proud of them.
3. One problem associated with small schools such as Cheapside is that of small groups of pupils who might differ in ability from one year to the next. Although the school plans admirably for pupils of differing abilities in lessons, the impact that small cohorts of pupils can have on a school's results in National Curriculum tests at the end of each key stage should not be underestimated. For example, in Year 6 this year there are only 14 pupils, each of whom will count for 7 per cent of the school's total in test results. If any pupils have special educational needs, as they do in this year's cohort, and are not expected to attain Level 4, the school's results can show a dramatic '*fall*' compared with results in all schools nationally. For example, if two pupils do not reach Level 4 in science this year, the percentage of pupils attaining Level 4 would be 86 per cent. This would give the school an '*average*' or '*C*' grade at best compared with results in other schools. In a larger school with 30 pupils in Year 6, two pupils not attaining Level 4 would give the school a score of 94 per cent and a '*well above average*' or '*A*' grade.
4. It is, therefore, extremely important that the school has systems in place that help to identify pupils' strengths and weaknesses and which are used to plan work that is challenging, as well as identifying where additional support should be provided. In the last two years, very good systems have been introduced that enable Cheapside to identify strengths and areas of development within a few weeks of starting school. This is the beginning of the school's collection of information on each pupil that helps to track progress as they move through the school. These very early assessments also help the school to predict pupils' levels of attainment in tests at the end of Key Stage 1. A range of other assessments is carried out to monitor pupils' progress as they get older and to predict test results when they are 11, identifying when they will not be as high as in

¹ Levels – by the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing and mathematics. Those who attain Level 3 are, therefore, attaining above nationally expected levels. By the end of Key Stage 2 pupils are expected to attain Level 4. Those who attain Level 5 are, therefore, attaining above nationally expected levels at the age of eleven.

previous years. Thus *'lower'* results might be a disappointment for the school, but they will certainly come as no surprise.

5. The benefits of collecting considerable amounts of data are dependent on teachers using it to good effect and this they do. An analysis of data in areas such as language, writing and social skills shows that most children start school at Cheapside with average and above average attainment. The teachers recognise that many children start with significant advantages compared with those in other schools. It sets out to make the most of pupils' talents, interests and abilities. This is not a school that *'coasts'*, relying on what pupils already know and what they learn outside school to achieve high results. There were many occasions during the inspection where it was quite clear that work was planned so thoroughly that pupils *did* acquire new knowledge in lessons, for example in an excellent literacy lesson in Year 6. The teacher capitalised on pupils' existing mastery of a wide range of vocabulary to extend their range of written descriptions in their story openings, such as, *'Suddenly there was a burst of music'* or, *'People started to stream out like a flock of birds'*.
6. A wealth of data showing the progress that pupils make over a period of time encourages the school to raise teacher expectations of identified pupils and focus planning for them to achieve higher levels. It has, over the last two years, used assessment information increasingly effectively to show what difference the school makes. Many schools now refer to this eventual progress in relation to what children could do when they started school as *'value added'*. It indicates how influential the school has been in furthering the pupils' progress.
7. There is very good evidence that work at Cheapside Primary builds quickly, logically and progressively from year to year on what pupils know and can do. It has started to use individual targeting increasingly effectively from the time children start school to ensure that their rate of progress is maintained through the Foundation Stage² and both key stages.
8. For example, pupils have very good speaking and listening skills. They listen very attentively in lessons and assemblies to other pupils and adults speaking. They speak very clearly and confidently. They start in the reception class with a wide vocabulary that the school extends as they get older, through opportunities to develop their speaking skills in formal situations and by using subject specific vocabulary. For example, in a lesson dealing with *'non-rhyming poems'*, children in the reception class easily and confidently expressed how they felt when playing *'pass the parcel'*, using words such as *'nervous'*, *'excited'* and *'anxious'*. By the time they are in Year 2 they comment that a prediction in science is *'a worked out guess'* and use comparatives in their experiments, such as *'The carpet was the slowest surface because it was bumpy and the friction slowed the car's movement'*. By Year 4 they are using subject specific terms confidently, such as *'portals'* and *'search engines'*, when they are accessing the Internet and, by Year 6, pupils are able to discuss in detail how positive and negative aspects of communication can enhance or damage friendships.
9. A similar rate of progress is apparent in the development of writing throughout the school. The school's planned range of writing tasks gives pupils every opportunity to make the most of their existing vocabulary, whilst at the same time providing challenging opportunities to learn how to improve and develop the quality of their written work. For example, two children in their second term in the reception class used the word-processor to write a first draft of a *'Bedtime'* poem.
'Five minits more, five minits more please.'

² The Foundation Stage – This was introduced in September 2000 and forms a separate stage of education for children from the age of three until they reach the end of the reception year.

*Let me stay up five minits more.
Cant I stay up 1 minute
One minit please.
No
I DON'T WANT TO GO TO BED
Can I just stay up and play a game?'*

10. After one term in the reception class one child was able to write about Christmas, *'My best present was my radio controlled car because it was radio controlled'*. Exactly one year later the improvement in the style, content and subtlety of his writing was matched by the presentation of his work in very neat, joined handwriting when he wrote, *'My best Christmas present was the Lego Blue Turbo electrick train set. This is because you can control the speed and lights and you can bild any track you want to (if you have the right peces)'*. Now that he is in Year 2 this pupil is able to put his developing writing skills to very good use in a piece of imaginative writing about a *'Tooth Fairy'*. *'When he got home it was half past eight so he put the tooth under his pillow and fell fast asleep. When the clock striked 12 a gust of wind shot through his window. Suddenly a tooth fairy appeared and said, 'this tooth is worth at least a penny.'*
11. Very good teaching encourages the steady development of pupils' writing skills. A wide range of subjects gives pupils every opportunity to develop an individual style. By Year 6 pupils are able to write sensitive, well-constructed and correctly punctuated descriptions. They are written in a neat hand in response to specific directions from the teacher about using short sentences to build suspense and extending their wide range of vocabulary; for example, *'The girl entered the room with her hair stuck to the back of her neck. Cobwebs hung from the ceiling and the coal-black fireplace next to a fraying blanket. Mark, huge-eyed, blonde, ruffled-hair followed. "Cassie", he whispered. Cassie comforted him. "It's alright Mark, we're safe now". But that was only what she hoped'*.
12. The school also uses test and data analysis well to identify pupils with special educational needs, those with English as an additional language and those who are identified as being particularly able. Pupils with special educational needs are identified early and receive very good support in classes from teachers and classroom support assistants and in additional *'booster'* groups. Teaching is carefully adapted to their particular needs and abilities. However, their individual education plans do not always provide a clear enough lead and the objectives for improvement are often rather vague and do not mirror the good practice that actually takes place. The school organises very effective *'extension'* groups for literacy and numeracy that operate throughout Key Stage 2. These offer pupils good opportunities to work in small groups developing particular elements of expertise within those two subjects. A few pupils are chosen to attend the local education authority's specialised weekend mathematics courses specifically designed for higher attaining pupils. The very few pupils with English as an additional language are supported very well. For example, in a very good science lesson, a pupil with English as an additional language received very good planned support from a classroom assistant who sat next to him to ensure that he understood the detailed science vocabulary that the teacher was introducing in that lesson.

It provides very good standards of teaching. Teachers are very hardworking and enthusiastic. They work very well as a team, care very much for their pupils and have high expectations of them. Pupils say that teachers are 'kind and friendly'.

13. Teaching was at least good in all the lessons observed. It was at least very good in 85 per cent of lessons and excellent in 20 per cent. This is very high quality teaching that is found throughout the school. One hundred per cent of parents in their questionnaires thought that teaching was good. In the pre-inspection meeting and during the inspection several parents and governors commented on the strength of teaching and on teachers' positive contribution to the school. Teachers are very hardworking and are committed to the success of the school. They work very well as a team and offer a great deal of support to each other.
14. The quality of teaching has improved considerably since the last inspection. In 1997, teaching was judged to be good or better in 48 per cent of lessons compared with 100 per cent in this inspection. In 1997, only 15 per cent of teaching was judged to be very good or better, compared with 85 per cent now. Many of the strengths identified in that inspection are still apparent, even though there has been an almost complete change in personnel. For example, teachers still plan lessons with clear learning objectives, show high levels of commitment and have warm and positive relationships with pupils. Classroom assistants still make a significant contribution to pupils' progress, and the teaching of pupils with special educational needs remains good.
15. Nevertheless, there have been many improvements in the quality of teaching since the last inspection. For example, teachers have much better subject knowledge of design and technology and information and communication technology, both of which were identified as weaknesses in 1997. Work is now very well planned for pupils of all abilities, whereas in 1997 there were lessons where the most able pupils were not stretched. In their pre-inspection questionnaires, all parents agreed that the school has high expectations of their children. Finally, in this inspection, teachers' assessments of what pupils can do are very accurate and used very well to plan work that becomes gradually more challenging. As one pupil commented, *'The work is easy enough for you to do, but hard enough to give you a challenge'*. The regular monitoring of lessons by the headteacher and the consequent professional dialogue are accepted by staff as an important part of the process of development and have led to improvement.
16. One of the reasons for the improvement in the quality of teaching is the implementation of the National Literacy and Numeracy Strategies. They have enabled teachers to focus precisely on particular skills in literacy and numeracy that have to be taught in a logical sequence. Teaching in literacy and numeracy throughout the school was invariably very good or excellent. There are several reasons for very good teaching that are common to a range of different subjects. A major factor behind the best teaching is the way in which teachers have high expectations of their pupils. They are very good at making the most of pupils' existing talents and ensure that the work challenges them to use their abilities to increase their knowledge and understanding.
17. Another reason for high-quality teaching is the teachers' planning, which is very good and often excellent. Teachers plan very carefully to ensure their lessons are well matched to pupils' abilities. This means that teachers plan suitable activities, well matched to appropriate National Curriculum levels, for pupils of different ability. For example, in an excellent literacy lesson focusing on *'story openings'*, one or two lower attaining pupils worked with a support assistant, retelling three points about the class discussion and using increasingly extended vocabulary in their descriptive sentences. A larger group of higher attaining pupils focused on vocabulary and sentence structure using subordinate clauses and editing work for improvements. Teachers' plans ensure that lessons build

well on what pupils already know and give them subject knowledge they did not already have. Plans include explicit assessment opportunities and link very clearly with carefully designed homework tasks, with levels of work suitable for different abilities.

18. Another very successful feature of teaching is the way in which teachers share with pupils what they expect them to learn by the end of the lesson. This *'intended learning outcome'* is usually written in one or two sentences on the board at the beginning of the lesson. In the very best lessons, it is referred to during the course of the lesson and also in very good plenary sessions at the end. It helps pupils to focus on the main elements of the lesson and helps teachers to find out whether pupils have learned what was planned at the beginning of the lesson.
19. In order to find out, teachers use very good questioning. Lessons invariably start with a brisk question and answer session in which teachers ask searching questions to find out what pupils know. For example, in an excellent literacy lesson, the teacher asked very probing questions to identify similarities in different texts. Questions such as *'How do you know that?'* and, *'What is it telling us?'* enabled the teacher to gain a clear idea of pupils' understanding. Their answers were frequently met with a supplementary question in order to test the understanding of higher attaining pupils still further. Questions during the lesson based on pupils' work provide excellent opportunities to make on-going assessments; for example, *'What do you like about the changes he has made? What words are particularly effective?'* In a very good science lesson, the teacher introduced an imaginative variation into *'question time'*. As well as asking questions of individual pupils, the teacher occasionally ensured the involvement of all pupils by asking them to have a *'thirty second table huddle'* so that their answers were shared with others. Strategies such as these ensured the total involvement and enthusiasm of pupils to such an extent that they were *'desperate'* to answer! One pupil described the work as, *'challenging and fun'*.
20. With one exception, all the teachers are new to the school since the last inspection. Nevertheless, the good relationships between adults and pupils noted in that inspection are still apparent and, in fact, they are strengths of the teaching. Parents at the pre-inspection meeting commented that the strong, supportive and caring teaching had the positive benefit of raising pupils' confidence and self-esteem. During the inspection the quality and frequency of teachers' praise had clear benefits for pupils of all ages. For example, in the reception class the teacher used praise extremely well to *'reward'* good speaking and listening skills with comments such as, *'That's a really good question! Excellent! Tell us a little bit more about what you had to do to get those swimming badges'*. In an excellent mathematics lesson, pupils were challenged to provide answers about difficult mathematical concepts but were so well supported by the teacher that there was little chance that they would not succeed. *'Excellent! Fantastic! Tremendous!'* are just a few of the terms of praise teachers use regularly and which pupils recognise as meaning that their work is valued. Pupils talk enthusiastically about their *'caring'* teachers and especially about how they are approachable so that *'they will go on explaining until you understand'*.

It helps pupils to develop excellent relationships with adults and other pupils. Their behaviour is exemplary. They care very much about each other and their school.

21. In their pre-inspection questionnaires, all parents indicated that they felt the school helped their children to become mature and responsible. The excellent relationships that exist within the school are obvious strengths. Pupils talk enthusiastically about their school and their work. They are proud of Cheapside and like the fact that their school is small so that, *'most people know each other and are friendly'*. At the same time, pupils in Year 6 are mature enough to understand that there are one or two disadvantages to a small

school, such as having only a small circle of friends. They are modest and unassuming, but genuinely anxious to help whenever appropriate. For example, pupils in Year 2 commented that they had, *'looked after a little girl today because she had stomach ache'* without being asked to do so. On the rare occasions when pupils might not behave well to others they are taught to understand why people act in a particular way, rather than merely condemning it as *'bad behaviour'*. The school recognises pupils' positive attitudes and contributions to school life in weekly assemblies that are shared with parents.

22. All parents felt that their children's behaviour in school was very good and this was borne out by observations during the inspection. Pupils' behaviour in assemblies, lessons and at lunchtimes and playtimes was exemplary. They listen intently to what others say and they do not have to be reminded about how to respond appropriately to adults and to other pupils. Pupils have a real desire to do their best that starts with the youngest children and works its way through the whole school. Wherever pupils work they do so very well together. They bring positive and conscientious attitudes to their work and carry out their tasks sensibly and thoughtfully. The newly formed school council provides an ideal opportunity for these pupils to display their responsible approach. During a meeting, younger children, who are not yet full members of the council, listened carefully as *'observers'* to what the older pupils were discussing.

It forms very strong links with parents. It appreciates the help and support that they provide and their positive attitude towards it.

23. The school views the parents' contribution as a very positive feature of its work. Ninety-four per cent of parents agreed that the school works closely with them and the element of teamwork between parents and the school is clearly apparent from parents' attitudes to, and comments about, the school. This element of teamwork has a positive impact on pupils' attitudes to school. Perhaps an indication of parents' support for the school was shown at the pre-inspection meeting. Parents discussed how determined they were to raise £50,000 as a contribution towards a Department for Education grant so that the school hall could be extended and new rooms added to offer pupils a wider range of opportunities. The strong links between the school and parents of pupils who left some time ago also indicate the commitment shown to the school.
24. The school works hard to provide parents with as much information as possible about the school and the work their children do. Ninety per cent of parents say they are well informed about progress, and parents noted that end-of-year reports indicate that teachers know their children well. The school prospectus is excellent. It is an attractive, informative first contact for many parents and this, together with regular newsletters and a recently developed web site, provides very good up-to-date information. The school also took part in a local education authority *'Dads into School'* initiative, which gave participants an opportunity to see how pupils learn and provided the pupils with male role models in literacy activities.

The school provides a very wide range of interesting subjects for pupils to learn about. There are lots of colourful displays around the school that show the high standards that pupils achieve.

25. Several of the key issues from the previous inspection centred around the school's curriculum provision. For instance, weaknesses in design and technology and information and communication technology were highlighted. There was insufficient attention given to the development of pupils' awareness of the diversity of cultures other than their own. The role of curriculum co-ordinators was identified for improvement and pupils' work was not displayed well enough. All these issues have been addressed with a considerable degree of success. First impressions of the school are of a bright and

attractive place in which to work. Despite the considerable limitations on space that the small school offers, all available walls in classrooms and shared areas are used to display a wide range of pupils' work to good effect.

26. The school has made great strides in improving its use of information and communication technology. Wall displays show that pupils in several classes use the digital camera most effectively; for example, to record the rate of growth of plants at different times, and to photograph different parts of the village during a trip out to study land use in Cheapside. The development of activities to promote a greater understanding of multi-cultural issues has been very successful. The school's recent focus on the 'Caribbean' led to the pupils having visitors to school who taught them about Caribbean music, food and traditions. Striking pictures in chalk, pastel, oils and paints are also a result of the 'Caribbean' input. The impact was clearly considerable, judging by the enthusiasm with which pupils discuss it. A range of other visits out of school and visitors to the school, such as poets, writers and theatre companies, adds an extra dimension to the pupils' work. Most parents think the school offers a wide range of activities outside lessons and this is the case. Considering the size of the school the range of activities on offer is exceptional and includes French, chess, music, football, gymnastics and swimming.

The headteacher provides outstanding leadership. All staff and governors support her very well.

27. Ninety-five per cent of parents in their questionnaires agree that the school is well managed and led. Additionally, there were many comments from pupils, staff, parents and governors about the effectiveness of the headteacher's leadership. For example, parents feel that the headteacher is very approachable and forms good relationships with them. They feel she sets an excellent example in enthusiasm and leadership and fights hard for the school. Pupils like and respect her and feel that the school has improved since her appointment. The high quality leadership is apparent in the quality of school documentation and the consistency with which policies are applied in school. It is apparent in the way in which the systematic monitoring of teaching has led to improvement and ensured that high standards are maintained. It is clear from the assistant headteacher's smooth running of the school when the headteacher was absent recently. It is apparent from the efficient administrative systems in place and the appointment of like-minded high quality teaching staff to maintain the tradition of strong teaching at the school.
28. Throughout the school there is a strong emphasis on teamwork and the important part played by teaching, classroom support, administrative and ancillary staff. The role of subject co-ordinators has been fully addressed since the last inspection. There are clear expectations about what this responsibility entails and teachers are very knowledgeable about their roles. For example, as well as being responsible for the quality of books and resources, teachers monitor the standards of pupils' work as well as their colleagues' teaching. They are able to offer constructive criticism and advice for improvement in an open and receptive environment.
29. Governors play a significant part in the running of the school. They are knowledgeable, enthusiastic and very supportive. They feel very fortunate to be associated with such a successful school. They have an excellent working relationship with the headteacher and share aims with her for the development of the school. They have regular and frequent contact with the school, including the monitoring of teaching, and have established a clear committee structure to deal with areas such as the curriculum and finance. They play a very positive part in reviewing the performance of the school and support educational priorities very well through prudent financial planning.

WHAT COULD BE IMPROVED

Individual education plans for those pupils with special educational needs

30. Pupils with special educational needs make good progress and achieve good standards in relation to their prior attainment. The school has good systems for the early identification of pupils with learning difficulties and behaviour problems and plans appropriate support for them accordingly. Early assessments in the Foundation Stage provide a means to track pupils' progress from a very early stage. Teachers' plans carefully identify opportunities for suitably challenging work for pupils of all abilities and they are very well supported by classroom assistants. Despite pupils' good progress, their individual education plans are not clear or concise enough and there is too much variation in their quality between classes. The targets set for improvement, including those for concentration and behaviour as well as learning, are too vague and are not easily measurable to gauge whether sufficient progress has been made. Sometimes they are not clearly dated, do not contain a date for review and make little reference to parents' involvement in the review process.

The quality of teachers' marking

31. There is considerable variation in the quality of marking between teachers and subjects. The best marking is in English, when teachers find it easier to make positive comments about the quality of pupils' work with particular reference to the subject title. For example, *'You have built up the suspense well. I am pleased to see you have extended the range of vocabulary, including short sentences, unanswered questions and subordinate clauses'*. Not all marking is of this high quality. Teachers' written comments do not match the quality of their verbal feedback to pupils, and sometimes it is written carelessly in a style that does little to encourage pupils to improve their own handwriting. In other subjects, such as mathematics and science, the marking does not often tell pupils what they could do to improve and it is not always subject specific enough.

The way in which information and communication technology is used in other subjects

32. There has been a tremendous improvement in the school's use of information and communication technology since the last inspection. Many pupils use computers at home and do so confidently. Even so, the school succeeds in teaching them new skills and capitalises very well on the particular expertise of some pupils, using them to help others who are less knowledgeable. During the inspection there were several occasions when the use of computers was extremely well planned into lessons so that it made a positive contribution to the development of pupils' knowledge. There is still room for further improvement, however. For example, there is very little evidence of the use of computers in mathematics and science. Pupils have very limited opportunities to use computer programs to develop their understanding of data-handling using different ways of presentation, such as pie charts.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In the context of its many strengths and the high quality of education it already provides, the school should now:

- i ensure that pupils' individual education plans are carefully targeted and that the school has the means to measure any progress that is made;
- ii ensure that the school's marking policy is consistently and positively applied in all subjects;
- iii ensure that full use is made of information technology by planning how it can best support learning in other subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

14

Number of discussions with staff, governors, other adults and pupils

9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
21	64	15	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils eligible for free school meals	1
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	27
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	8	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	13	12	13
Percentage of pupils at NC Level 2 or above	School	93 (94)	86 (94)	93 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	12	13	13
Percentage of pupils at NC Level 2 or above	School	86 (94)	93 (81)	93 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	8	14

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	14	14	14
Percentage of pupils at NC Level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	75 (72)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	14	14	14
Percentage of pupils at NC Level 4 or above	School	100 (93)	100 (93)	100 (100)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

The existing guidance from Ofsted is that test and examination data should be excluded from inspection reports and parents' summaries if the year group is 10 or fewer. This also applies to year groups of boys and girls separately.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	102
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR - Y6

Total number of education support staff	4
Total aggregate hours worked per week	79

FTE means full-time equivalent.

Financial information

Financial year	1999 / 2000
	£
Total income	229,049
Total expenditure	215,714
Expenditure per pupil	2,509
Balance brought forward from previous year	19,861
Balance carried forward to next year	33,196 ³

³ The large carry forward amounts to almost 15% of the school's total budget. It is a planned and prudent decision by the governors to accumulate a sufficient reserve to maintain the current level of staffing from its own finances for a period of time in case central funding is withdrawn. It has not meant that the level of resources in school has, in any way, been compromised.

Results of the survey of parents and carers

Questionnaire return rate 51.4%

Number of questionnaires sent out	72
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	3	0	0
My child is making good progress in school.	76	24	0	0	0
Behaviour in the school is good.	62	35	0	0	3
My child gets the right amount of work to do at home.	57	32	11	0	0
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	54	35	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	81	11	5	3	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	62	32	3	3	0
The school is well led and managed.	75	19	3	3	0
The school is helping my child become mature and responsible.	73	22	0	0	5
The school provides an interesting range of activities outside lessons.	46	43	5	5	1